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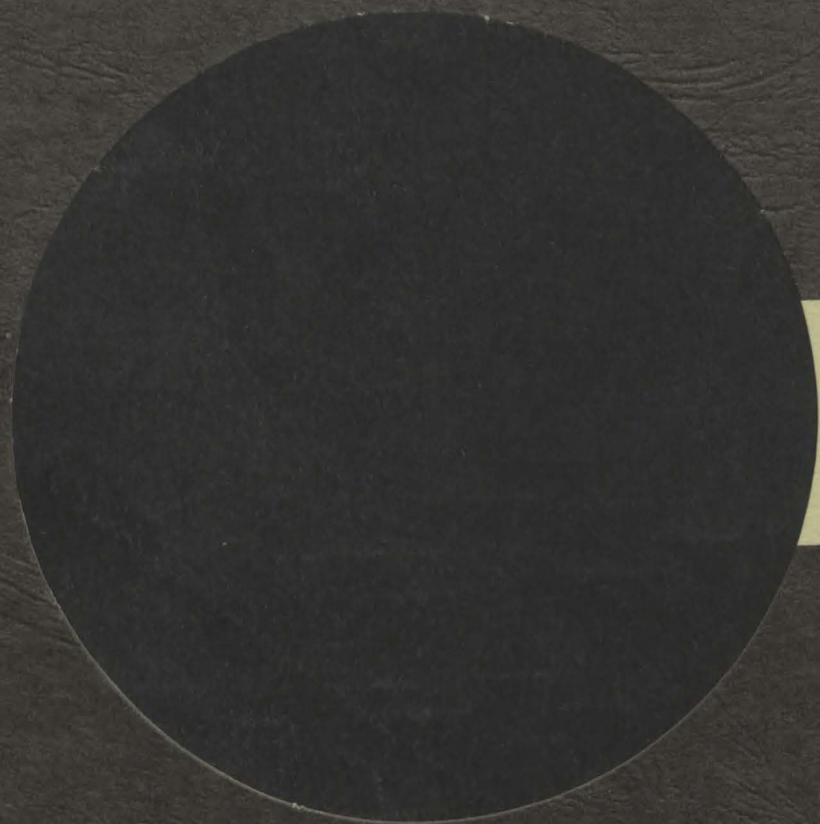
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TRAINING CENTER for Community Programs

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Center for Urban and Regional Affairs



University of Minnesota

MFT * TTT

INDIAN ARCHERY:
A NATIVE AMERICAN
CURRICULUM UNIT FOR
MIDDLE AND HIGH SCHOOL

NATAM XI

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NATAM XI

by

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College of Education

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THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION

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The work reported here is part of a large University of Minnesota project, which has been financed from several sources.

A Note on the NATAM Curriculum Series

This curriculum unit was prepared by a Minnesota school teacher. The teacher has recently completed a University course (H.Ed. 111) on Indian education offered through the College of Education and the General Extension Division during the Spring Quarter, 1970. The course, greatly strengthened by the active participation of the Indian Upward Bound Program at the University of Minnesota, grows out of an attempt to deal with certain problems noted in the University of Minnesota aspects of the National Study of American Indian Education.

We believe this unit to be of possible value to Minnesota school teachers. We offer it as an example of what one teacher can do, after minimal preparation, toward developing curriculum materials on a "solo" basis for personal classroom use.

Efforts of this kind are obviously not professional in the strictest sense. Yet they do offer Minnesota teachers with some immediately useable materials, written by their colleagues as the latter develop expertise within a new area of personal interest and growing competence. In this sense, the NATAM Curriculum Series offers the chance to provide a needed service and to test a staff development model.

We solicit your comments on any aspect of this series.

The Coordinators

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INTRODUCTION

Schools have long neglected the achievements of the American Indian. In the traditional social studies courses, the Indian men have been described as savages, rapers of women, blood thirsty, lazy and irresponsible. Very little has been done to show the "good" side of the Indian way of life. Although a century has passed since the Thirteenth Amendment freed the slaves, textbooks have only begun to give status as first-class citizens to their descendents. The American Indian doesn't even fare that well. The problems that the Indians have are gigantic and unless the educators conceive the educational problem more broadly, however, their efforts to bring about true justice through educational reform will fall far short of the mark.

It is the job of each teacher to help their students acquire proper attitudes toward minority races. This unit not only intends to teach the students an Indian skill but to also help them to better understand a little of the Indian way of life.

This unit is divided into six areas:

1. How to Introduce the Unit
2. Goals or Outcomes
3. Procedures and Methods
4. Consideration of Teaching Aids
5. Culminating the Archery Unit
6. Evaluating the Outcome

INDIAN ARCHERY

Introducing the Unit

This introduction serves to get the unit started, gives the student a chance to get an overall picture and should help to motivate him to the point where he is willing to undertake it.

- A. Have students discuss any previous experiences in archery.
- B. Discuss the background of the sport with a special emphasis on the use of the bow and arrow by the American Indian.
- C. Give a pretest to see what knowledge they have of the archery tackle, point of aim, proper style, release of arrow and scoring.
- D. Discuss with the student some of the values of learning archery for use now and also later on as a carry-over sport.
- E. Present a broad picture of what the course is going to include.

Goals or Outcomes

These objectives must be recognized by the student as early in the unit as is possible.

- A. To learn to shoot the bow and arrow.
- B. To understand the terminology used in archery.
- C. To understand the principles behind, and the reasons for using the "Apache" draw, anchor and aim method.
- D. To learn the names and parts of the archery tackle.
- E. To understand the importance of safety procedures to be taken while on the firing line.

- F. To understand the importance of the bow and arrow to the Indian as a means of obtaining necessary game.
- G. To analyze and practice the various parts of shooting with the bow and arrow -- emphasizing the "Apache" way.
 - 1. Bracing the bow using the "instep" and "step through" methods.
 - 2. The proper stance should have the archer's weight evenly divided between both feet with the left or right side facing the target.
 - 3. Nocking the arrow (for right handed persons)
 - a. The bow is held in hand again against the muscles just below thumb with the thumb and first finger encircling the bow.
 - b. The arrow is placed on the left side of the bow at a right angle to the bow string with cock feather up.
 - c. Stringhand -- Use the "Apache" method with three fingers below the arrow. Make certain that the nock is not pinched too much but enough so the arrow does not slip off the bow string.
 - 4. Draw -- Push with the left hand and pull with the right-- drawing the arrow across the chest.
 - 5. Anchoring, using the "Apache" method of the index finger.
 - 6. In aiming, look right down the shaft -- this method should be good for thirty to thirty-five yards using a bow of forty-five to sixty-five pounds pull.
 - 7. Release the arrow by allowing the fingers to roll off the string.
 - 8. Do not make a jerky movement upon releasing the arrow as this will cause the arrow to go off the mark.

Procedures and Methods to be Used for Achieving these Goals or Outcomes

- A. Time. This will be a five week unit meeting for one hour periods five times a week.
- B. Space. An area which will be safe for all concerned.
 - 1. In outside areas look for an area where there is sufficient room behind the target so that arrows that miss the target will not endanger anyone.
 - 2. If archery is to be taught inside, make certain that some "obstacle" is placed behind the target to catch any arrows that miss.

C. Equipment. Make certain that all equipment is in good working order before starting the unit. It would be desirable to have one target, one bow and six arrows for each student but since this is not possible in most schools, the following quantities would be adequate for a five week unit.

1. Targets.

- a. The standard four foot target set on a stand can be used with outlines of rabbits or heads of deer tacked on -- one target for each four archers.
- b. Six bales of straw placed at varying distances from the archers will be used in the later part of this unit.

2. Bows.

- a. Since the Indians used straight bows it would be advantageous if all bows used could be of this type.
- b. Have a variety of bows with a different "pound pull."
- c. One bow for each two archers.

3. Arrows.

- a. Low cost, three fletched, Port Cedar arrows can be used.
- b. Length of arrow to be determined by the distance from anchor point to the front of bow at full draw.
- c. Six arrows for each bow.
- d. Some students could make their own.

4. Other equipment needed.

- a. One arm guard for each student.
- b. One finger tab or glove for every two archers.
- c. One ground quiver and bow holder for each bow.

D. Basis for grouping

1. Try to place one individual in each group that has had some shooting experience.
2. Divide the class into groups of four -- this allows two students to shoot and the other two to keep score.

E. Try to make use of gym aids that have developed a skill in archery.

F. General teaching procedures that should be followed.

1. A discussion of the background of archery, the tackle, tournament and history of archery emphasizing the "Apache" method.
2. Emphasize the inherent danger in archery and the importance of proper handling of tackle on the firing line.
3. Students could be lined up side by side, handed a bow and then after a demonstration be allowed to brace the bow.
4. Proper gripping and drawing of the bow can be demonstrated by the instructor and then practiced by the students.
5. Students should be given an arrow and shown the correct way of nocking the arrow on the bow string.
6. An explanation of the "Apache" aim should be given and then the student should be allowed to fire.
7. Corrections should be made as soon as errors are noted -- do not allow individuals to practice bad form.
8. The distance from the archer to the target will be increased as the students' skill increases.
9. No archer will go beyond the firing line until the command "cease fire" and then "move out" has been given.
10. All archers will stay out and look for all of the "lost" arrows -- no one picks up a bow until everyone has returned to the firing line and shooting does not begin until the instructor gives the command "commence firing."
11. The instructor should check carefully that all students are using the "Apache" method.
12. All students should be instructed in the proper procedure for taking arrows out of the target.

Consideration of Teaching Aids to be Used

A. Demonstration

1. If a student or teacher has developed a high level of competency in archery, he could be used to demonstrate the various styles of aiming, anchoring and releasing.
2. The demonstrator could show how the "Apache" method had advantages over the other methods.

B. Motion pictures

1. Motion pictures of archers who use a variety of methods of shooting.
2. Film showing archers going after big game animals.
3. A loop film showing proper "Apache" form could be shown over and over.

C. Charts and pictures

1. Have pictures of archers displayed around the room.
2. Have charts and pictures posted which show the difference between aiming with a bow sight and the instructive "Apache" method.

D. Books and magazines

1. Have some interested students make a bibliography of the books in the school library that deal with the use of archery tackle.
2. Have archery magazines and books dealing with the sport in the class room.

E. If a display case is available, have interested students fill it with archery material.

F. Talks by skilled people

1. Bring in local archery experts.
2. If possible bring in an Indian leader who could describe the making of bows and arrows and how they were used.'
3. Bring in some person that is knowledgeable in dressing and skinning animals.

Culminating the Archery Unit

A. Round Robin tournament in each physical education class.

1. Shooting six arrows at a round target from twenty-five yards.
2. Shooting at six bales of straw which are placed at varying distances from the archer.

- B. A big all-school tourrument.
 - 1. Have the same targets and distances that were used in P.E. classes.
 - 2. The top three boys from each physical education classs can compete.
- C. The showing and analysis of taped T.V. taken during actual class activities.
- D. Blackfoot accuracy game #1.
 - 1. Place an arrow in the ground fifty yards away.
 - 2. Each member tries to shoot his arrow as close to the target as possible.
- E. Blackfoot accuracy game #2.
 - 1. This can only be done if there is a lot of open land.
 - 2. One archer shoots an arrow ahead so it sticks in the ground.
 - 3. Each archer then tries to shoot as close as possible to the target.
 - 4. From the site of the first target another arrow is shot and the others try to come close to it.
 - 5. This could go on forever but it would be limited to eight "target" arrows and the person coming the closest most times would win.
- F. Take some of the better archers dressed in Indian costume, to give a demonstration to elementary school children.

Evaluating the Outcome

- A. Skill tests. In classes where grades must be established it is necessary to check stance and score -- particularly the latter -- in several ways and to combine these with the grades from written tests.
 - 1. Daily scoring
 - a. Cumulative score should be kept on each archer.
 - b. Average the scores of each person.
 - c. A frequency distribution can be run to scores and grades established on each student.

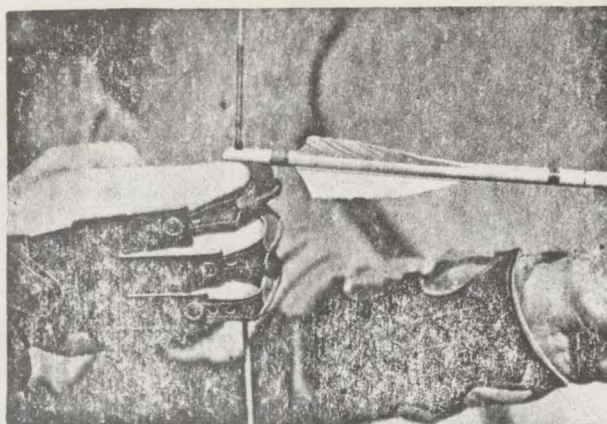
2. Tournaments can be held at the completion of the unit and grades established on each student depending on how he ranked with the others in the tournament.
3. A point can be given for each of the factors involved in stance.
 - a. Posture of the archer.
 - b. Position of head, arms, and fingers.
 - c. The full draw.
 - d. The release and follow through.

B. Knowledge and understanding tests.

1. A written test of either multiple choice or matching on the definition of terms used in archery.
2. A test where the students have to name the part of the archery tackle that is pointed out to them.
3. Have each student describe either verbally or in writing what the "Apache" method is and its special value in hunting.
4. A written test which would cover special items that have been covered by the instructor or other experts on the various aspects of archery.

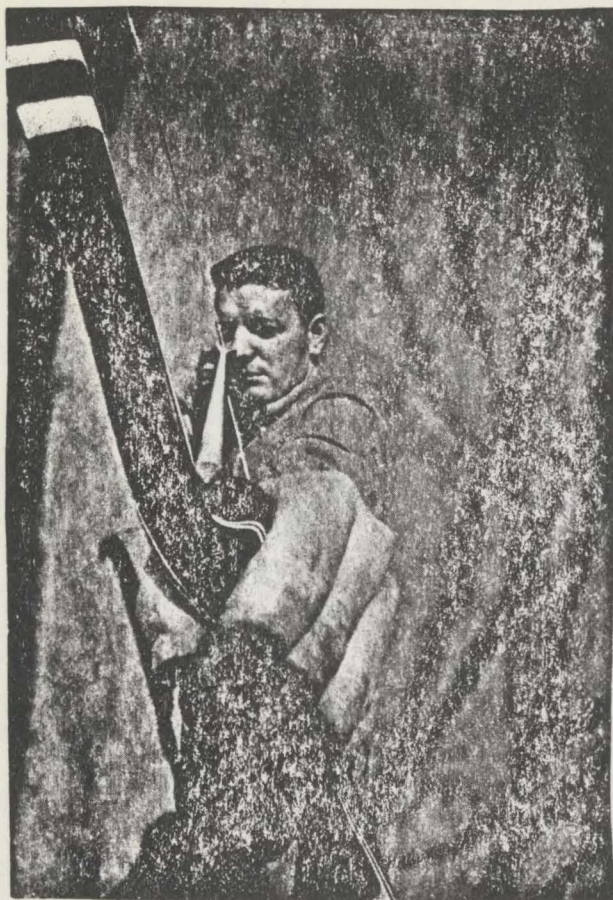
C. The students' evaluation.

1. What they liked the most.
2. What they liked the least.
3. What improvements they would make in the course.



The Apache Draw, when all three fingers are placed below the nock, it is necessary to first pinch the arrow nock so it grips the string tightly





Aiming Indian Style

The Apache draw consists of drawing the bow string with three fingers under the arrow instead of one above the arrow and two below, as in the popular Mongolian draw. Furthermore, the anchor point, the point to which the nock of the arrow is drawn for consistent aim, is to the side of the archer's nose rather than to the corner of the mouth. Anchoring is done with the index finger in the Apache draw, as opposed to the largest finger in the Mongolian draw.



SELECTED VISUAL AIDS

Archery for Beginners. United World Films, Inc., 1445 Park Avenue,
New York.

Archery Technique Chart. Mrs. E.B. Miller, 450 West 24th Street, 16A,
New York.

Beginning Archery. Athletic Institute, 209 S. State Street, Chicago.

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